

## NEW PERSPECTIVE IN LEARNER – CENTERED LANGUAGE TEACHING: A STUDY ON NEW CURRICULUM ADOPTED BY K L UNIVERSITY

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### ABSTRACT

*Generally, there are two views of teaching expressed by conservative teachers, in relation to their style of teaching. One view is teacher oriented style, i.e. Language, Teacher and Learner the other way is Language and Learner, between these two, the teacher plays a role of manager of learning i.e., learner oriented style. Sometimes, the teacher combines these two perspectives, in handling the text as per the situation. In this paper titled: “New Perspective in Learner –Centered Language Teaching: A Study”, throws light on the innovative language teaching style, adopted by the Department of English K L University A.P., For technical graduate students, keeping in mind, the Learner – Centered Language Teaching. The method appears to be nearer to the theory taken to a lab, but this study proves, how it is purely identical in Learner – Centered Language Teaching for active learning.*

**KEYWORDS:** Style of Teaching, Teacher Oriented, Learner Oriented, Theory Taken to Lab & Skill Development

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### INTRODUCTION

Conservative language teachers adopted a teacher oriented perspective of the teaching situation. It leads to the use of many teaching resources, such as teachers, learners’ time, the language data, textbooks and background of the learner. In the changing circumstances, the language teachers fingered their minds, towards learner centered teaching. It gave a large scope for teachers, triggering at the learner for the failures in acquiring language skills. Both the perspectives, failed to meet the standard and competition, at the global level in learners’ placement and a profession. It leads to a lot of debate, in many countries on the approaches and methods, to be followed in developing language skills in the learners. Sometimes, language teachers overloaded with too many hours of work, in classroom teaching. At this juncture, they were usually under pressure, stress and strain. As a result, there was a less concentration on the content, and more on completion of the syllabus at the stipulated time. When the teachers looked towards learner centered methodology of teaching, the strain caused the learner too many hours of practice, both at home and in class, which resulted in mechanical style of learning. It is highly undesired to overload the teacher or learner heavily, and force them under pressure. Dr.C. Naresh remarks:

“Language is not static it is the dynamic changes day to day and generation

To generation. It is the ability of the teacher to adopt a suitable method of

The approach is kept in the mind the standard of the student in the classroom.

Whether it is teacher centric or learner centric, but the objective of

Teaching must be active learning” -1

The role of language teachers in the classroom is completely different from the teachers dealing with core. Today's language is tomorrow's outdated one. Hence, the language teacher should be dynamic and updated one. Thus, the teacher centered language teaching and learning centered language teaching, have their own problems in practice.

### **Elaboration**

At this juncture, it is not out of the context, to take into consideration the curriculum, LTP Structure, credits, procedure to deliver the content in teaching, the ratio of teacher and student, activities in the lab, continuous evaluation and final evaluation, grading adopted by the Department of English K L University Andhra Pradesh, India. Basically, the university situated in a rural atmosphere, surrounded by the metropolitan cities like Vijayawada and Guntur. Most of the students are from rural background, but with good percentage of marks at their qualifying examination. As per the certificate is concerned, the learner is quite perfect, but in practice, when the question comes to deliver the same orally, most of them (QN:21) are very weak. It is understood that, the four skills of the language need to be given due importance. Usually, they practiced at their SSC and Intermediate or +2 levels, only on writing skills, i.e., the students merely reproduce, what was taught in the class. It indirectly kills the creative ability of the learner and also makes them lazy at language learning. Keeping this in the mind, and the parameters for the selection into different company placements, the department of English designed a course with the team of all department members. In addition to giving equal scope to LSRW skills, it has given a top priority to Soft skills also. Thus, the team planned some English course, for all the B. Tech students. In the First Sem, it is designed basic LSRW skills, along with Soft skills, coining the name Rudiments of Communication Skills (ROCS). Four competencies, with theory taken to Lab model, all components in the competency are designed with lab activities. Thus, indirectly active based language learning process, introduced with a regular reader of English newspaper by each student, and they are supposed to write the synopsis of the news, what they read at National, International, sports and other areas, according to their interest daily. Another major focus is on assessment of the student continuously, i.e. CCE method. For this, each student is given four worksheets for each competency, and they have to submit them at the stipulated time. All the students are evaluated by 44 faculty members, time to time after completion of each competency, both orally and written. These are all the basic levels, in the Continuous Comprehensive Evaluation of the student, right from the beginning of the course. This is the same pattern, followed for all the semesters up to their Final year.

### **Assessment Procedure**

Students' evaluation or assessments, for internal and external marks play a key role, in calculating students' cognitive levels. Delivering the lecture as per the teaching schedule in the classroom, and making the students' awareness on the importance of the time on one hand, and the completion of course work with full attention and concentration on the other hand, goes together at a time. A teaching hour in the class is 100 minutes, 30 minutes of teaching and 70 minutes for individual practice of the students. So, for each class, minimum strength is 90 with three or four faculty members. Theory taken to lab classroom design is also different. Dr. Ch. Hanumantha Rao, then Civil Dept. HoD and the present Director for Internal Quality Assessment Committee, with the directions of Dr. M. Latha, Head, Department of English, designed in such a way that, there are two parts in the theory taken to the lab class, i.e., One side 45 students, and on the other side are 45. One side 45 provided with round tables, LCD, Sound system and other facilities to conduct GD, Presentations by students and explanations by the faculty. On the other 45, 60 updated Computer systems are provided with CAL Lab

software. All systems are equipped with multimedia, along with Teacher console and student council.

Each faculty will take care of 30 students for evaluation. The internal marks are for 50 and External marks of 50, total 100 with 2 credentials. Four competencies, with 15 worksheets are allotted 30 marks, Academic journal (regularly reading newspaper and writing the brief synopsis of their reading in a book), four evaluations for each 5 marks are allotted i.e., Academic journal for 20, Test -1 for 20 and test – 2 for 20, Total reaches to 90 marks. It will be scaled down to 50%, i.e., 45 marks. The rest of the 5 marks for internal will be given for attendance. 80% below attendance will be given 1, 85% below 2, 90% below 3, 95 %, below 4, and above 95% will get 5 out of 5. As per, external exam is concerned, One common test is conducted for all the branches, for 60 marks and 40 marks for viva voce, classroom performance, academic conduct and other components. Again, these 60+40=100 marks scale down to 50%. Thus, the evaluation is 50 marks for internal and 50 marks for external, totals 100 marks evaluation scheme is introduced in all the semesters.

## **CONCLUSIONS**

After clearly observing the students for the last three semesters, there is a change in the attitude of all the technical students. They first realized the importance of English communication skills, in their placements and profession. They are habituated to read and write regularly. They started communicating in English with the faculty, students and colleagues. The University authorities made it compulsory to speak only in English, in the campus. The performance of the students in the exams, both in writing and viva voce improved, compared to the previous performances. Pass % has also improved a lot. Now, it has become a habit for all the students to bring a Dictionary, Academic Journal, Course book and A regular class notes for practice, to the University, by all the students, irrespective of their branch of study.

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